

**Eau Claire High**  
4800 Monticello Rd.  
Columbia, S. C. 29023

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	956 Students	
<b>Principal</b>	Coleman D. Barbour	803-735-7600
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
1	5	3	7	10

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Unsatisfactory	Below Average	No
<b>2004</b>	Unsatisfactory	Excellent	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	48.5	40.5	N/A	63.7	53.2	N/A
<b>Passed 1 subtest</b>	26.0	22.7	N/A	18.1	22.5	N/A
<b>Passed no subtests</b>	25.6	36.8	N/A	21.4	24.3	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2005**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	86.5%	89.0%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	0.6	3.7
<b>Seniors who met the SAT/ACT requirement</b>	0.6	4.0
<b>Seniors who met the grade point average</b>	28.7	31.3

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	199	93
<b>Number of Diplomas</b>	120	139
<b>Rate</b>	60.3%	69.7%

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	141	86.5	160	0.6	199	60.3	NO
<b>Gender</b>							
Male	60	85.0	66	1.5	92	51.1	N/A
Female	81	87.7	94	0.0	99	66.7	N/A
<b>Racial/Ethnic Group</b>							
White	1	I/S	1	I/S	3	I/S	N/A
African American	138	86.2	156	0.6	184	59.2	N/A
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	2	I/S	3	I/S	4	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	121	87.6	N/A	N/A	172	68.0	N/A
Disabilities other than speech	20	80.0	19	0.0	25	8.0	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	140	86.4	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	136	86.0	N/A	N/A	191	59.2	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	66	87.9	79	1.3	105	51.4	N/A
Full-pay meals	75	85.3	N/A	N/A	86	68.6	N/A

n = number of students on which percentage is calculated

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 33.3%</b>									
All Students	242	95.9	36.7	39.7	20.6	3.0	34.2	YES	YES
<b>Gender</b>									
Male	115	94.8	37.6	41.9	18.3	2.2	32.3	N/A	N/A
Female	127	96.9	35.8	37.7	22.6	3.8	35.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	234	95.7	36.3	39.9	20.7	3.1	34.2	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	202	96.0	28.7	43.9	24.0	3.5	39.8	N/A	N/A
Disabled	40	95.0	85.7	14.3	N/A	N/A	0.0	I/S	YES
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	242	95.9	36.7	39.7	20.6	3.0	34.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	242	95.9	36.7	39.7	20.6	3.0	34.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	164	96.3	37.1	40.7	20.0	2.1	33.6	YES	YES
Full-pay meals	78	94.9	35.6	37.3	22.0	5.1	35.6	N/A	N/A
<b>Mathematics – State Performance Objective = 30.0%</b>									
All Students	242	96.3	49.2	35.2	10.6	5.0	25.1	NO	YES
<b>Gender</b>									
Male	115	95.7	49.5	33.3	11.8	5.4	25.8	N/A	N/A
Female	127	96.9	49.1	36.8	9.4	4.7	24.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	234	96.2	48.7	35.8	10.9	4.7	25.4	NO	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	202	97.0	41.3	40.7	12.2	5.8	29.1	N/A	N/A
Disabled	40	92.5	100.0	N/A	N/A	N/A	0.0	I/S	NO
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	242	96.3	49.2	35.2	10.6	5.0	25.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	242	96.3	49.2	35.2	10.6	5.0	25.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	164	97.0	52.1	35.0	9.3	3.6	22.9	NO	YES
Full-pay meals	78	94.9	42.4	35.6	13.6	8.5	30.5	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 956)</b>				
Retention rate	20.6%	Down from 25.0%	13.0%	8.1%
Attendance rate	93.7%	Up from 93.3%	95.2%	95.6%
Eligible for gifted and talented	4.8%	Up from 4.6%	1.2%	5.9%
With disabilities other than speech	15.6%	Up from 14.5%	15.2%	13.3%
Older than usual for grade	19.6%	Up from 18.7%	14.8%	10.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.6%	Down from 12.2%	1.6%	2.0%
Enrolled in AP/IB programs	8.2%	Up from 5.2%	4.7%	9.7%
Successful on AP/IB exams	N/A	N/A	27.3%	53.7%
Annual dropout rate	5.1%	Up from 3.6%	3.6%	3.0%
Career/technology students in co-curricular organizations	1.2%	Up from 0.0%	2.2%	3.1%
Enrollment in career/technology center courses	575	Down from 622	330	431
Students participating in worked-based experiences	1.8%	Down from 2.6%	25.2%	23.4%
Career/technology students mastering core competencies	65.0%	Up from 60.8%	69.5%	78.6%
Career/technology completers placed	96.6%	Down from 100.0%	98.9%	99.4%
<b>Teachers (n= 62)</b>				
Teachers with advanced degrees	51.6%	Up from 47.6%	50.0%	54.5%
Continuing contract teachers	58.1%	Up from 57.1%	69.5%	78.6%
Highly qualified teachers	87.0%	Down from 87.2%	85.2%	89.1%
Teachers with emergency or provisional certificates	27.8%	Up from 25.5%	17.3%	9.1%
Teachers returning from previous year	78.8%	Down from 80.4%	81.5%	86.9%
Teacher attendance rate	93.3%	Up from 92.6%	94.9%	95.4%
Average teacher salary	\$40,494	Up 1.0%	\$41,388	\$42,426
Prof. development days/teacher	7.1 days	Up from 7.0 days	11.5 days	10.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	26.4 to 1	Up from 24.5 to 1	23.1 to 1	25.8 to 1
Prime instructional time	85.4%	Up from 84.6%	87.6%	89.3%
Dollars spent per pupil*	\$7,582	Up 11.5%	\$7,616	\$6,422
Percent of expenditures for teacher salaries*	49.9%	Down from 50.4%	54.4%	57.7%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	34.7%	Down from 88.0%	81.3%	91.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Eau Claire High School continues to seek educational excellence for students, through well-researched pedagogy for teaching and learning. It is for this reason that staff development is the foundation to the success of student achievement. This process includes specific teaching and learning strategies that are well developed for the multiple intelligences of our students in both the classrooms and the homework center.

We are committed to student learning that earns a diploma in four years. Each teacher is accountable for students reaching this valuable goal. Last year, 78 percent of the senior class graduated with a diploma. That was 27 percent higher or 56 more diplomas than the previous year. That means the homework center and the classrooms are making academic progress. When a student earns a diploma, its value is worth the staff development and the different pedagogy put into instruction.

We look forward to the results of the 2005 state tests to determine the instructional strategies that were effective, as well as the ones that were ineffective. Based upon the results indicators, we can discern how to monitor and adjust our teaching strategies to improve on the challenges of next year's administration of state report card tests. This year the first-attempt High School Assessment Program passing rate increased by seven percent.

Eau Claire High School continues to infuse the arts as a part of the curriculum. The arts are taught in each subject area. A student can become an arts scholar by completing the required number of arts courses. Eight percent of the senior class became arts scholars. The arts program has been featured throughout the state and on special occasions, out of state.

Eau Claire High School continues to evaluate and adjust academic programs to be certain that we are meeting the needs of all students. We welcome recommendations to improve our effectiveness.

Coleman D. Barbour, Principal  
Mike Jacobs, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	99	74
Percent satisfied with learning environment	34.2%	62.8%	77.5%
Percent satisfied with social and physical environment	39.5%	70.1%	71.6%
Percent satisfied with school-home relations	16.7%	81.1%	57.7%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.